

# Hey, Hey, Look at Me

The musical notation is written on a single staff in 2/4 time with a key signature of two sharps (F# and C#). The melody consists of two phrases. The first phrase, 'Hey, hey, look at me.', is marked with a slur over the first two notes and a breath mark above the third. The second phrase, 'Make your - self look just like me.', is marked with a slur over the first two notes and a breath mark above the third. The notes are as follows: 'Hey' (quarter note, D4), 'hey' (quarter note, E4), 'look' (quarter note, F#4), 'at' (quarter note, G4), 'me.' (quarter note, A4). The second phrase: 'Make' (quarter note, D4), 'your -' (quarter note, E4), 'self' (quarter note, F#4), 'look' (quarter note, G4), 'just' (quarter note, A4), 'like' (quarter note, B4), 'me.' (quarter note, A4).

s m s s m s s m m s s m

Hey, hey, look at me. Make your - self look just like me.

## **GAME:**

All stand in a circle, with leader in the center. All sing the first phrase, “Hey, hey, look at me” and move naturally to the beat. The child in the center solo-sings the second phrase and demonstrates a motion such as: “I am jumping, you can see!” All children echo the second phrase and copy the motion. The child in the center then chooses another child to take his / her place. Repeat the game.

### **Game Variations:**

One child in the circle turns to the outside of the circle. All sing the song, and after “make yourself look just like me,” the one child turns around and strikes a pose, makes a statue, or makes a face. The others then imitate what that child does. This is fun to do around Halloween, students enjoy making their favorite jack-o-lantern faces. Try colors like everyone wearing blue turn around, or everyone wearing yellow, etc. All boys turn around, all girls turn around. Everyone turn around.

## **SINGING**

This is an easy melodic line of *sol* and *mi*. Follow the steps below to introduce and identify high and low sounds of *sol* and *mi*. Don’t do all steps in one lesson. Spread it out over a couple of weeks. After playing the game, sing the words of the song and touch your shoulders with the fingertips of both hands when you sing the high note, then touch your waist with your fingertips when singing the lower note. Sing “High, low high-high low, High-high low-low high-high low” as you touch. Make sure their voices are moving up and down just like the motions. Introduce *sol* for the high sound, and *mi* for the low sound: *Sol mi, sol-sol mi. Sol-sol mi-mi sol-sol mi*. Show hand signs for *sol* and *mi*. Sing the song with hand signs. (*Sol* is the like a wall, *mi* is like a floor.)

## **PLAYING**

Divide the class in half. One half of the group keeps the beat on their knees, while the other half claps the rhythm. Do this while singing, and then in inner hearing without singing out loud. Switch the groups and have them do the other part. Use two different rhythm instruments for the beat and the rhythm. Drums work well for the beat, and rhythm sticks or claves for the rhythm. Use your imagination. Have the kids switch from beat to rhythm, or from rhythm to beat.

## **CREATING**

The fun in this game is for individual students to improvise actions. Insert names like: “Hey, hey, look at Joe. Make yourself look just like Joe.” Insert names of animals or plants. “look at the bee, Make yourself look just like a bee.”

## **LISTENING**

Students must listen carefully to know how to respond in the game. What two things does the song tell you to do? Point out that there are two phrases in this song, because it has two sentences or complete thoughts.

## **CURRICULUM INTEGRATION – Language arts**

Besides using names, try using words from science, social studies, or even vocabulary words to insert into the song. Use one syllable words, then decide how to fit a two or three syllable word into the beat.

## **Hey, Hey, Look at Me**